1. **Title of the module**

POLI9480 (PO948) Europe and Global Change

1. **School or partner institution which will be responsible for management of the module**

Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

The module is primarily, but not solely, intended for the MA programmes in International Relations, European Public Policy and International Conflict Analysis at UKB

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

SLO1: have a good understanding of the changing global political and economic structures and Europe’s place within them

SLO2: have a good understanding of the major challenges for Europe following from global change

SLO3: critically analyse the foreign policies of the EU and of major individual European states with the outside world, both regionally and globally and in different dimensions (political, economic, security)

SLO4: integrate the outsider’s perspective into their analysis of European external relations

SLO5: place the role of Europe and the EU in its historical and larger theoretical context

SLO6: be familiar with the core concepts, theories and debates on global change and European external relations

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

GLO1: work with theoretical knowledge at the forefront of their discipline

GLO2: be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular

GLO3: have a comprehensive understanding of methods and methodologies in their discipline

GLO4: undertake analysis of complex, incomplete or contradictory areas of knowledge

GLO5: have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches

GLO6: be reflective and self-critical in their research work

GLO7: engage in academic and professional communication orally and in writing

GLO8: have independent learning ability required for continuing professional study

1. **A synopsis of the curriculum**

This course seeks to offer an International Relations perspective on one of the most crucial challenges today: how is Europe’s role in the world changing? The course starts from the idea that the economic globalisation since the beginning of the 1990s is increasingly translated into new political structures. New players have arisen and new challenges have emerged. Inevitably this changes the role of Europe. The focus is both on wider Europe and on the EU. Both dimensions of integration and of fragmentation are taken into account, so that Europe appears in its multi-dimensional complex forms (states and regional organisations). Different aspects are dealt with: interests, power, identity, perception, institutions; regional and global impact; foreign policies, trade, development cooperation; multilateralism; global challenges (climate change, energy, financial markets, etc.). Also the varying role of the EU in international organisations (UN, WTO, IMF, etc.) is being studied. Students learn to approach these issues in a critical and balanced way.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Hill C., Smith M. (eds.) (2011), International Relations and the European Union. Oxford University Press.
* Bretherton C., Vogler, J. (2006), The European Union as Global Actor. London, Routledge.
* Cooper, R. (2004). The Breaking of Nations: Order and Chaos in the Twenty-First Century. Atlantic Monthly Press.
* Orbie, J. (ed.) (2008), Europe’s Global Role. Hampshire, Ashgate.
* Tonra B., Christiansen, T. (eds.) (2004), Rethinking European Union Foreign Policy. Manchester University Press.
* Lucarelli, S. and Manners, I. (eds.) (2006), Values and principles in European Foreign Policy. London, Routledge.
* Tiersky, R. And R. Van Oudenaren (eds.) (2010), European Foreign Policies. Plymouth: Rowman and Littlefield
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Essay, 5000 words (100%).

13.2 Reassessment methods

100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Feb 2018